DOCUMENT RESUME

ED 071 487 FL 003 601

AUTHOR	Theuma, Jean R.
TITLE	Teacher's Handbook on Lab Utilization.
INSTITUTION	Hawaii Univ., Honolulu. Foreign Language Labs.
PUB DATE	Aug 72
NOTE	29p.; First Edition
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Audio Active Compare Laboratories; Educational Facilities; Educational Technology; Instructional Media; *Laboratory Manuals; *Laboratory Procedures; *Language Laboratories; Language Laboratory Equipment; Language Laboratory Use; *Magnetic Tape Cassette Recorders; Resource Centers; Tape Recordings

ABSTRACT

The purpose of this brochure is to introduce teachers to the University of Hawaii's language laboratory facilities and services. Key features built into the laboratory are student cartridge decks and the dual-teacher console. The procedures and functions of the language laboratory are described in three major sections: (1) student facilities, (2) teacher facilities, and (3) standing operating procedures. Appendixes include the tape code system, lab enrollment statistics, lab programs statistics, and language preference statistics. For the companion document, see FL 003 603. (RL)

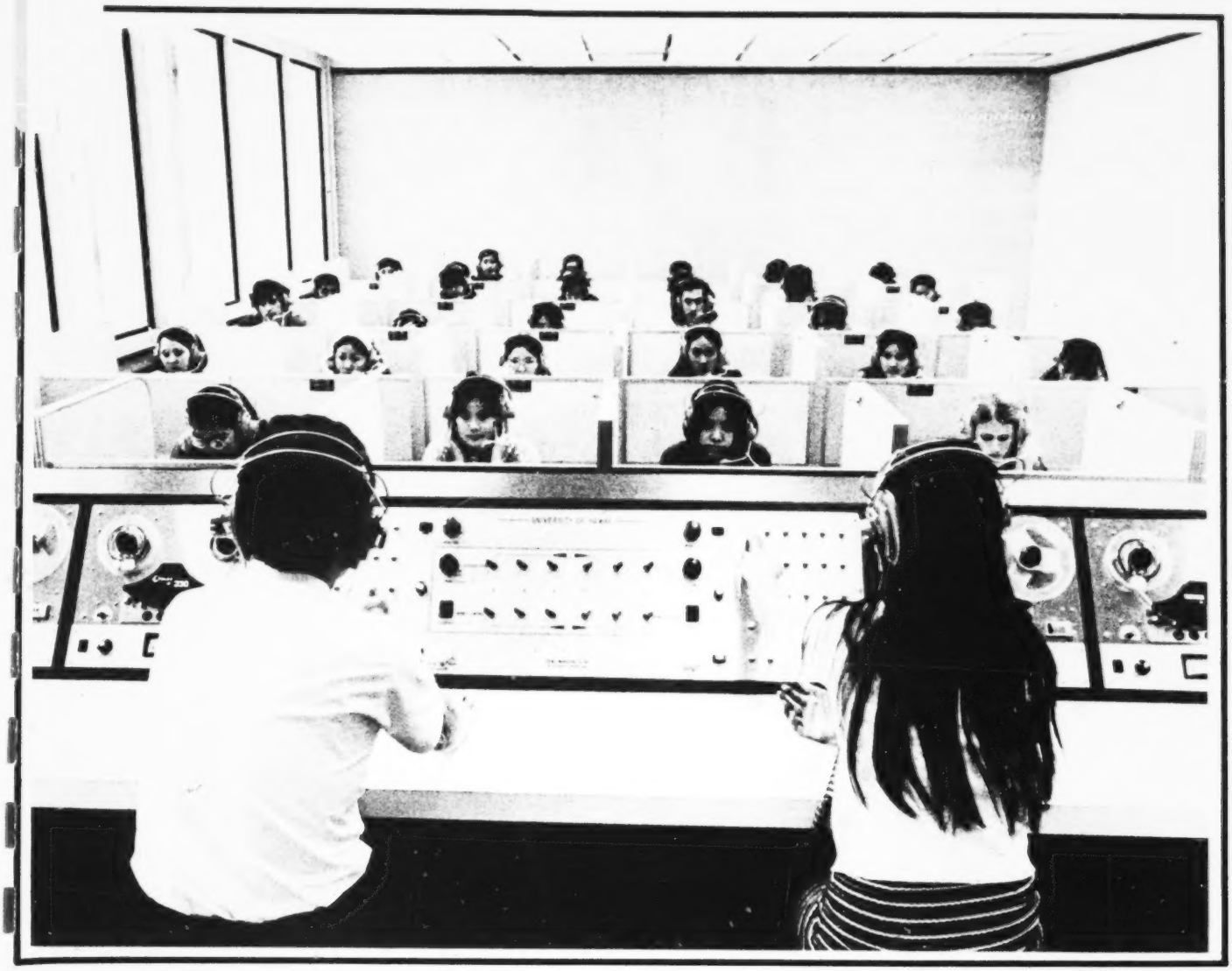
FILMED FROM BEST AVAILABLE COPY

TEACHER'S HANDBOOK on LAB UTILIZATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 071 007



FL 003 901

FOREIGN LANGUAGE LABORATORIES

University of Hawaii, Manoa Campus

GERALD CHANG
Assistant Director

JEAN R. THEUMA
Director

LAUREN ASPINWALL
Library Labs Supervisor

SALLY DRAKE
Librarian/Programs Coordinator

NANCY INATSUKA
Library Labs Supervisor

FLORENCE YOSHIKANE
Clerk-Stenographer

Foreign Language Laboratories
1890 East-West Road
Honolulu, Hawaii 96822

Telephones: (808) 944-8571, 944-8047

FOREWORD

The purpose of this brochure is to introduce to you this University's Language Lab facilities and services. We hope that you will feel at home in our labs and accept our offer to help extend your effectiveness as a foreign language teacher.

As with language itself, merely being acquainted with the labs is not enough. A further step is needed -- actual practice and experience. We would like to suggest that your minimum training program in our labs include (1) the study of this brochure, (2) the experience of listening to the student Orientation Tape, and (3) attending one of our Workshops on the use of the teacher console.

Currently, the FOREIGN LANGUAGE LABORATORIES' mission is to support the programs of six other departments in the College of Arts & Sciences: EAST ASIAN LANGUAGES, EAST ASIAN LITERATURE, ENGLISH AS A SECOND LANGUAGE, EUROPEAN LANGUAGES & LITERATURE, INDO-PACIFIC LANGUAGES, and LINGUISTICS. The measure of our lab effectiveness is in great part contingent upon the value of the taped programs themselves. These, of course, are the responsibility of the teachers who produce or select them. On the other hand, we do have the sole responsibility for maintaining the equipment in the best of condition and for giving all possible assistance to those who wish to profit by the labs, whether students or teachers.

We hope that this brochure will answer most of your questions regarding our organization. If not, please ask us. We'll be glad to discuss with you any aspect of our lab operations.

First Edition
August 1972

J.R.T.

C O N T E N T S

FOREWORD 1

GENERAL DESCRIPTION 4

Part I. STUDENT FACILITIES

1. The Student Tape Library 9
2. The Library Labs 9
3. Library Lab No. 4 10

Part II. TEACHER FACILITIES

4. The Recording Studio 15
5. The Master Tape Library 15
6. The Class Labs 16

Part III. STANDING OPERATING PROCEDURES

7. Student Lab Registration 21
8. Scheduling Cartridge Programs 22
9. Scheduling Remote Programs 24
10. Booking the Recording Studio 25
11. Booking a Class Lab 26
12. Loan of Portable Equipment 27
13. Mass Testing Services 28

APPENDIX

Tape Code System 31

Lab Enrollment Statistics 32

Lab Programs Statistics 33

Language Preference Statistics 34

GENERAL DESCRIPTION

LONG TIME AWAITING

The language lab complex -- 8,850 square feet of facilities on the first and second floors of Moore Hall -- opened its doors on November 10, 1970. The fun of planning for it had begun in 1964. It took six years and $411,585 to bring about this custom installation intended to accommodate about 3,500 foreign language students enrolled in 120 lab courses.

On the first floor are the student facilities: the Student Tape Library and four "Library" Labs totaling 174 booths of the level-III type (audio-active-record).

On the second floor are the teacher facilities: the Master Tape Library, the Recording Studio, and two "Class" Labs totaling 60 booths, also of the level-III type.

QUITE DIFFERENT

Anyone wishing to learn about this University's lab facilities is invited to listen to our 12-minute Orientation Tape whose purpose is to introduce the Library Labs to the students. Not mentioned on the tape, however, is the interesting story behind our choice of equipment. Three years ago, when the project went out for bids, the tape cassette industry had not yet produced any equipment that could sustain daily lab use and abuse. Since a Student Tape Library based on open-reel tapes in boxes would have been extremely cumbersome, we had to shop far and wide to find the student cartridge deck we have. It's manufactured by CLARKE & SMITH LTD. of England where the machine is used as a "Talking Book" for the blind. It's so easy to operate that we couldn't resist adapting it to our lab needs.

Another innovation in our labs is the Dual-Teacher Console. It, too, will be found relatively easy to operate once its functional logic is understood. For this reason, console training is best conducted in a Workshop situation where both the theoretical and practical aspects of a class lab session can be adequately covered.

STANDING OPERATING PROCEDURES

An organization the size of ours was bound to develop extensive standing operating procedures. These are essentially intended to provide the most and best services possible given a specific and limited budget. As our financial outlook changes, so will our ability to respond to your needs, especially if they happen to be outside the scope of our current mission.

PART I.

STUDENT FACILITIES

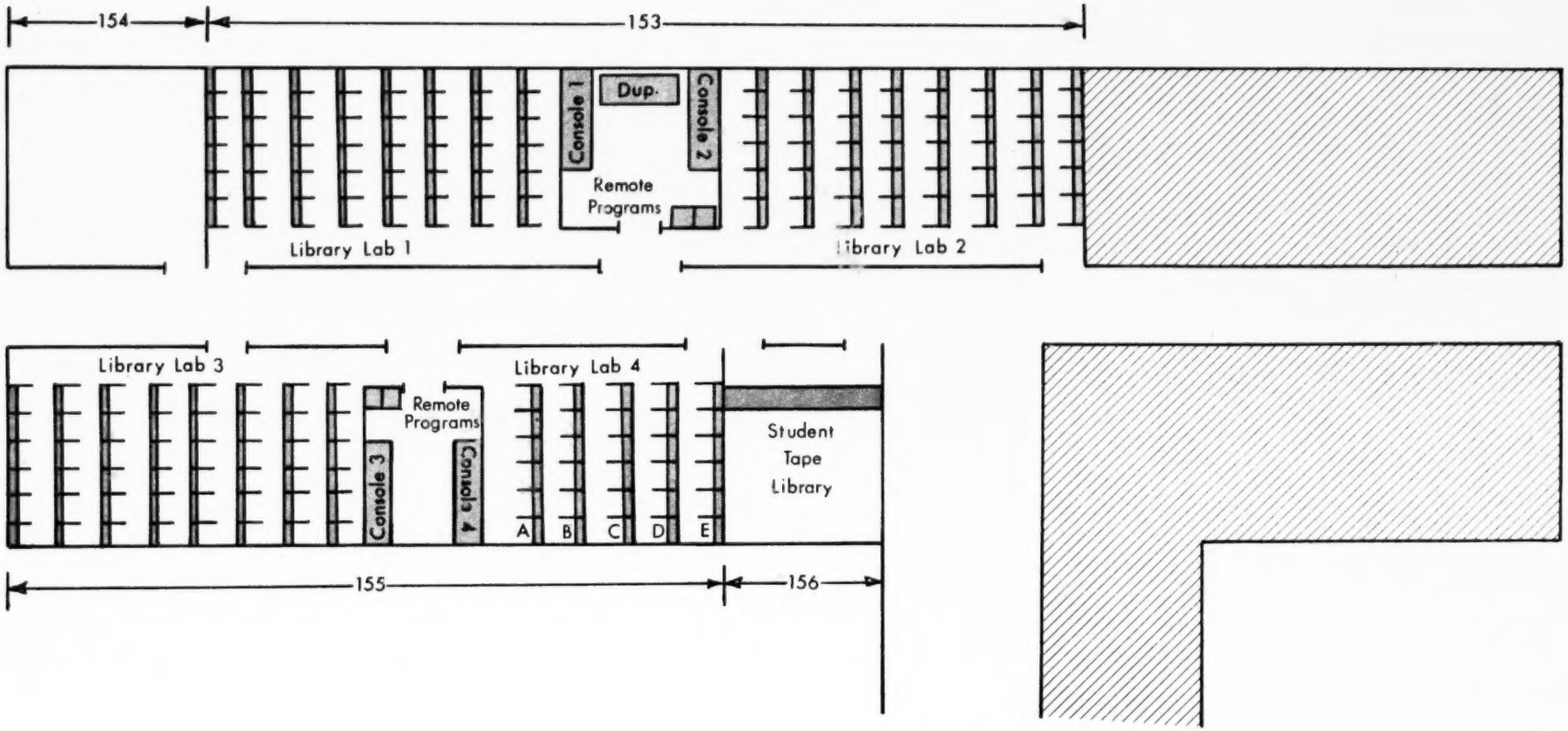
(Ground Floor)

1. THE STUDENT TAPE LIBRARY
2. THE LIBRARY LABS
3. LIBRARY LAB NO. 4

FOREIGN LANGUAGE LABS COMPLEX

Student Facilities

Ground Floor



1. THE STUDENT TAPE LIBRARY

Ours is a "library" system of lab operation whereby students check out prerecorded cartridges from the Student Tape Library for immediate use on the lab premises. We do not keep on our shelves all the cartridges that will be needed throughout the year by the 120 courses requiring lab practice. This convenience would require an investment of about half-a-million dollars in cartridges alone! What we do is mass produce cartridges daily in proportion to course enrollment and in accordance with the lab schedules submitted by the course coordinators. After a week's time, when they are no longer in "current" use, the cartridges are erased and recycled, except for two copies which are kept on our "previous" shelves. This means that a student will always be able to review or catch up, as the case may be, but will not be able to go ahead of his course schedule. Since the word "library" is quite ambiguous when applied to language labs, it is recommended that the students be informed of its real meaning at the first opportunity you will have to talk about the labs to your classes.

2. THE LIBRARY LABS

The Library Labs are where the students go to practice independently, at their own times, and for as long as they wish.

The best introduction to these labs is our 12-minute Orientation Tape which is used in conjunction with mural displays illustrating "How to Use a Cartridge". This short but comprehensive talk on all aspects of our labs will be found at the beginning of all the cartridges produced during the

first week of instruction.

As you enter Moore 153, or 155, notice the functional characteristics of the Library Labs -- the location of the teacher consoles, the orientation of the student booths, their color schemes, their identification pattern. Look or walk inside the glass-enclosed Control Room separating each pair of labs and observe the dual-teacher consoles, the remote program racks and, in the case of Moore 153, the impressive 24-slave cartridge duplicator -- looking like something out of "2001".

3. LIBRARY LAB NO. 4

This 30-position lab is different from the other three on the ground floor. Eighteen booths (rows A, B and C) are equipped with an additional WOLLENSAK recorder of the open-reel type to provide students with optimum flexibility in recording themselves, in accessing programs and in dubbing them. The remaining twelve booths (rows D and E) also have a specialized application -- training in Simultaneous Interpretation. Essentially, these booths make it possible for a student to record his translation onto a blank cartridge while listening to a simulated conference from a remote program source and talking into a mike devoid of audio feedback which, in this particular case, would interfere with the listening process.

PART II

TEACHER FACILITIES

(Second Floor)

4. THE RECORDING STUDIO

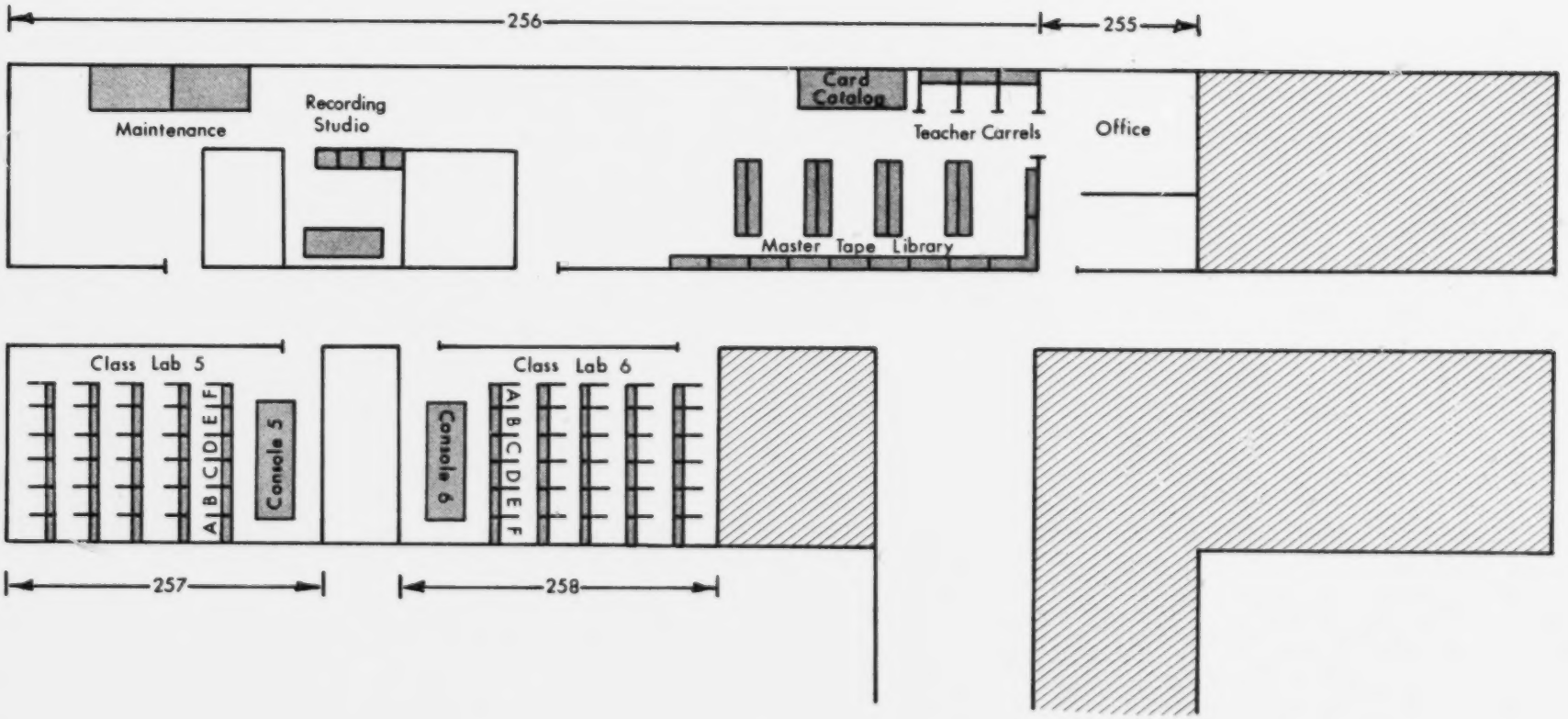
5. THE MASTER TAPE LIBRARY

6. THE CLASS LABS

FOREIGN LANGUAGE LABS COMPLEX

Teacher Facilities

Second Floor



4. THE RECORDING STUDIO

The Recording Studio may well be considered the cornerstone of our entire organization inasmuch as approximately 50% of all the taped materials used in the labs originate from there. This is particularly true of the "exotic" languages for which tapes are not commercially available. But teachers of all languages like to make tapes, especially for testing purposes.

There are two types of activities associated with the Recording Studio area: live recording and duplication. By the time an original recording reaches the students' ears, it has gone through three stages of production -- master tape, work copy, student cartridge -- losing quite a bit of its audio quality in the process. This is the reason you will find strictly professional equipment in the studio area, to insure that the end product in the student booths is as close to the original as possible.

5. THE MASTER TAPE LIBRARY

We have a collection of about 10,000 open-reel tapes in 30 languages. One third of them are masters, the balance work copies. Tape boxes are identified with colored labels: red for master tapes made in our recording studio, orange for masters purchased from publishers, black for work copies used in cartridge duplication, and green for work copies used as remote programs. Our ambition is not to become a Smithsonian Institution, however. We are looking forward each summer to culling from our shelves all the tapes that will no longer be used in the fall because of textbook changes.

Publishers' masters withdrawn from circulation are returned to the Department who bought them to dispose as they see fit.

THE TAPE CATALOG. For every tape on our shelves, you will find a 4" x 6" card in our catalog files. Tapes are identified with the help of a code system developed over the years. It has served us well, perhaps because it is both flexible and meaningful (see appendix).

Of course, the cards should never be removed from the files. But we shall be glad to provide course coordinators with photo copies of all the cards needed for the planning of a course syllabus.

THE TEACHER CARRELS. Three teacher carrels, large enough for double occupancy, are available in the Master Tape Library area. Being equipped with both an open-reel and a cartridge deck, they can be used for editing masters or for the correction of speaking tests, especially if the grading is to be done by two teachers simultaneously. Headsets are provided and their use is recommended.

6. THE CLASS LABS

The Class Labs are where teachers periodically meet with their students for training, monitoring, and testing purposes.

The characteristics of these labs will be found quite different from those observed in the Library Labs. Each student position is still equipped with the same dual-track cartridge recorder but does not have any program dubbing facilities or remote program access. The dual-teacher console is now located in the lab and facing the students. The booths are color-coded and identified along longitudinal lines to insure direct eye contact with

one's own students whenever two teachers are sharing the same lab and console.

Class Lab activities have been categorized into 5 types of lab sessions for the sake of learning how to use the console: (1) console program only, (2) prerecorded cartridges only, (3) console program and blank cartridges, (4) mike program and blank cartridges, and (5) automatic test tape and blank cartridges. As can be guessed from the above, proficiency in the use of the teacher console cannot be achieved from reading about it. Starting this fall, we are inaugurating a new service to teachers -- the Workshop -- which will include a blend of theory, practice and testing on class lab utilization. These workshops will be offered at the beginning of each semester and for as long as needed to bring each teacher's proficiency to where he can fly solo at the console.

We would like to add, to encourage you, that we have taken a good look at the frequency and types of the mistakes made at the console in the past and that we have now modified the Control Panel to be as "failsafe" as possible.

PART III

STANDING OPERATING PROCEDURES

7. STUDENT LAB REGISTRATION
8. SCHEDULING CARTRIDGE PROGRAMS
9. SCHEDULING REMOTE PROGRAMS
10. BOOKING THE RECORDING STUDIO
11. BOOKING A CLASS LAB
12. LOAN OF PORTABLE EQUIPMENT
13. MASS TESTING SERVICES

7. STUDENT LAB REGISTRATION

Students enrolled in lab courses receive two IBM registration cards: a class card and a lab card, almost identical in looks. The lab card is the one which carries a lab section but no credit hours. Also, it is stamped on the back.

Student lab registration procedures involve both the teachers and the labs:

NORMAL REGISTRATION

At the first class meeting, you ask the students to PRINT the information requested on the back of their IBM lab cards. If a student has failed to receive an IBM lab card together wit his IBM class card, have him PRINT the needed information on a piece of paper.

You collect the IBM lab cards and announce to your class that their lab ID cards will be distributed at the next class meeting and that there will be no lab until then.

You bring the IBM lab cards to us (Moore 256) immediately after the first class. We'll prepare your students' embossed lab ID cards in time for you to pick up and distribute at your second class meeting.

LATE REGISTRATION

A late registrant may be sent to us (Moore 256) after you sign his IBM lab card to certify his enrollment in your course. Short of your signature, the student will be required to show his U.H. registration fee receipt.

This method of lab registration has proved highly successful because, above all, it gives the teacher ample time to talk about all aspects of the labs before a student arrives in the labs for his first session. If, then, he listens to the Orientation Tape and follows our instructions, we can rest assured that we have done all we can to get him started the correct way.

Yet, students will ask, "Why do we have to register for lab at all or be issued ID cards?" You should know the answers: it provides us with instant statistics on course enrollment which we need for our cartridge production; it also is a means of safeguarding State property, as each cartridge costs about $8. We prefer our system to costly turnstiles and undignified searches.

8. SCHEDULING CARTRIDGE PROGRAMS

In multi-section courses, cartridge program scheduling is the responsibility of the coordinator in charge. In the case of a single-section course, it's the responsibility of the teacher himself.

Schedules can be submitted as part of the course syllabus for an entire semester or on a week-to-week basis using the appropriate lab form. At the beginning of a semester, they are to be submitted to our Programs Coordinator one week before the first day of instruction. Thereafter, Wednesday, 12:00 Noon, is the deadline for programs scheduled to begin on the following week.

Generally speaking, tapes are scheduled in the labs to provide students with the specific materials they need to practice in preparation for their next class performance. The timing is essential both to the

students and to us in our cartridge production. Do not request to have ready on Monday all the tapes that will be needed for the week. We cannot cope with the load and the students themselves will not know how to pace themselves.

Because of our "library" system of lab operations which provides a certain flexibility in requesting cartridges, it is also essential that your students understand our tape code system as it applies to their course. They will need that information to know which cartridges to check out from the Student Tape Library, especially for review purposes.

IMPORTANT: Under our current lab registration procedures, students do not have access to the library labs until after their second class meeting, i.e., after they have received their lab ID cards. Their first lab session will therefore be in preparation for their third class meeting. THE TENDENCY FOR THE COURSE COORDINATOR TO CRAM INTO THE STUDENT'S FIRST LAB SESSION THREE LESSONS WORTH OF TAPED MATERIALS MUST BE RESISTED AT ALL COST. If the students are to be given a chance to listen to our 12-minute Orientation Tape, your first lab assignment should not exceed 18 minutes in length. In the past, a student's first lab encounter has often been a traumatic experience because he was under considerable pressure to accomplish too much at once. The results -- a skipped orientation and a lasting negative attitude. If there are any surplus taped materials which cannot be fitted in the lab schedule, what better place to practice them than in the classroom?

9. SCHEDULING REMOTE PROGRAMS

Remote programs are quite popular in the labs. Not only do they provide a break from drill materials but also an opportunity to enlarge one's cultural horizons. They can be lectures, music, poetry, operas, etc., almost anything that will add a new dimension to the basic text routine. Please note, however, that our business is not necessarily to entertain. For this reason, rock and classical music -- which are widely available elsewhere -- are not exactly the type of supplementary programs we would like you to select or contribute.

Remote programs are played from 10 open-reel decks mounted on racks that can be observed inside each Control Room. These machines are designed to start by the clock. Programs under 28 minutes start on the hour and on the half-an-hour while programs over 28 minutes start on the half-an-hour only. Of course, students do not have control over these learning materials but they do have the option to listen passively with their microphones dead or actively with their microphones live. The record button on top of the stickshift will effect the microphone changes, as explained in the Orientation Tape.

We shall welcome "cultural" contributions from anyone's private collection, especially if they can be related to classroom activities, such as songs whose lyrics are often first introduced to the students in class. Our plans are to offer 10 remote programs per week, although we may have a hard time filling the quota. Except for a few European Languages, most of the tapes on our shelves are of the drill type.

It would be highly desirable if, at the beginning of each semester, course coordinators would submit to us a list of at least 10 selections

which we would schedule at our discretion to provide for a balanced variety of new programs each week.

10. BOOKING THE RECORDING STUDIO

LIVE RECORDING. The booking of a recording session is usually preceded by a conference intended to determine the scope of the project, the length of the proposed recording(s), the code number(s) to be used, the wording of the instructions, the availability of the studio and technician, the need for tone signal, salivating bells, music, etc.

DUPLICATING. The duplication of our homemade masters poses no problem. Before we can make work copies out of publisher masters, however, a preliminary conference is also essential. We need to determine the criteria to be used by the teacher for editing the original tapes into smaller work units, the method to be used for conveying instructions to our technicians, the code number(s) to be assigned, etc.

Editing publisher masters often requires great pedagogical discernment if reorganization or selection of the materials is involved. It is our opinion that the editing of publisher tapes should always be done by the course coordinators themselves inasmuch as great insights as to the best utilization of the materials can be gained during the editing process.

PURCHASE OF MASTER TAPES. Since the selection of textbook materials is completely outside our purview, it follows that the purchase of all masters -- whether tapes or records -- is also a responsibility of the department involved. A financial problem does arise for the labs, however, each time a department decides to borrow, rather than buy, a set of masters

for us to duplicate. Our lab budget does not have any provisions for unpredictable expenses such as these. For this reason, it is important that you consult with us before you commit yourself to adopting new texts and tapes that will involve the use of our tape stock, equipment and labor in the making of masters. There is another important reason why we do not recommend the borrowing of masters -- their poor quality. In any case, it is always a good policy to submit to us a sample tape for evaluation. There is no guarantee on the audio quality of tapes purchased from publishers, let alone borrowed.

11. BOOKING A CLASS LAB

Language teachers in Europe would not subscribe to our "library" style of lab operations whereby students can practice on their own without teacher supervision. Lab utilization, where there are labs, is usually restricted to class lab sessions under the guidance of the teachers themselves who spend, perhaps, half of their teaching time at the console. All language students at this University can also benefit from this type of lab training on an estimated average of about once a week. Our two 30-position class labs were especially designed for that purpose.

The booking of a class lab always involves a conference to determine your specific needs and to help you plan the session in detail. We have developed a convenient form to facilitate the task. Thereafter, you should consider yourself entirely on your own, as we do not have the staff to stand by to help you at the consoles.

Lab sessions are usually for periods of no more than 25 minutes at a

time. Studies have been made to confirm our own experience that the wearing of a headset, let alone listening to distorted sound, can be extremely tiring and unproductive after a mere 20 minutes under the best of circumstances.

The sessions need not be scheduled during class times. In fact, we would like to recommend a recent and successful experiment whereby students enrolled in multi-section courses are given a choice of class lab sessions to sign up for, outside of class times. There are many advantages to this arrangement: fewer class lab sessions, student exposure to other teachers, saving of precious class time, especially if a long hike is involved between classroom and lab. Sorry, we no longer have a substitute classroom to offer you in Moore Hall.

We shall welcome being invited to address your students in a class lab situation if only to answer their questions about the labs. We have provided for a Suggestions/Comments book outside the Student Tape Library, but there is no substitute for a live encounter to turn frowns into smiles.

12. LOAN OF PORTABLE EQUIPMENT

Tapes in the classroom do provide for an often-needed change of pace. We have 24 portable cassette players available for loan, each equipped with a special skipback feature (instant replay) particularly useful for drills. The availability of the players and the cassettes -- which must be specially made -- is subject to advance booking.

Our audio inventory also includes 18 open-reel recorders which can be borrowed either for classroom or temporary office use.

WE DO NOT HAVE ANY A-V EQUIPMENT TO LOAN. Slide projectors, film projectors, screens, etc., must all be borrowed and arranged for either from the Departments themselves or from Audiovisual Services (ext. 8298, 8009). They not only have an Equipment Pool in the basement of the Sinclair Library but also in 11 other buildings throughout the campus. Reference is made to their Guidelines to Instructional Resources, pp. 7-16.

We have requested that Moore 259 be permanently assigned to the Labs to serve as substitute classroom and also as a place suitable for A-V productions. Unfortunately, the room will not be available until next summer.

13. MASS TESTING SERVICES

We shall be glad to provide the setting -- 234 student positions in six labs -- whenever language tests are to be administered to large groups of people. These can be Placement Tests, High School Contests, Final Exams, MLA Proficiency Tests, etc. The extent of our services, however, does not include the actual responsibility for administering the tests nor any of the proctoring functions that may be called for. Indeed, all tests must be conducted under the direction of an appropriate instructional staff whom we shall be glad to assist.

A P P E N D I X

TAPE CODE SYSTEM

LAB ENROLLMENT STATISTICS

LAB PROGRAMS STATISTICS

LANGUAGE PREFERENCE STATISTICS

FOREIGN LANGUAGE LABORATORIES

TAPE CODE SYSTEM

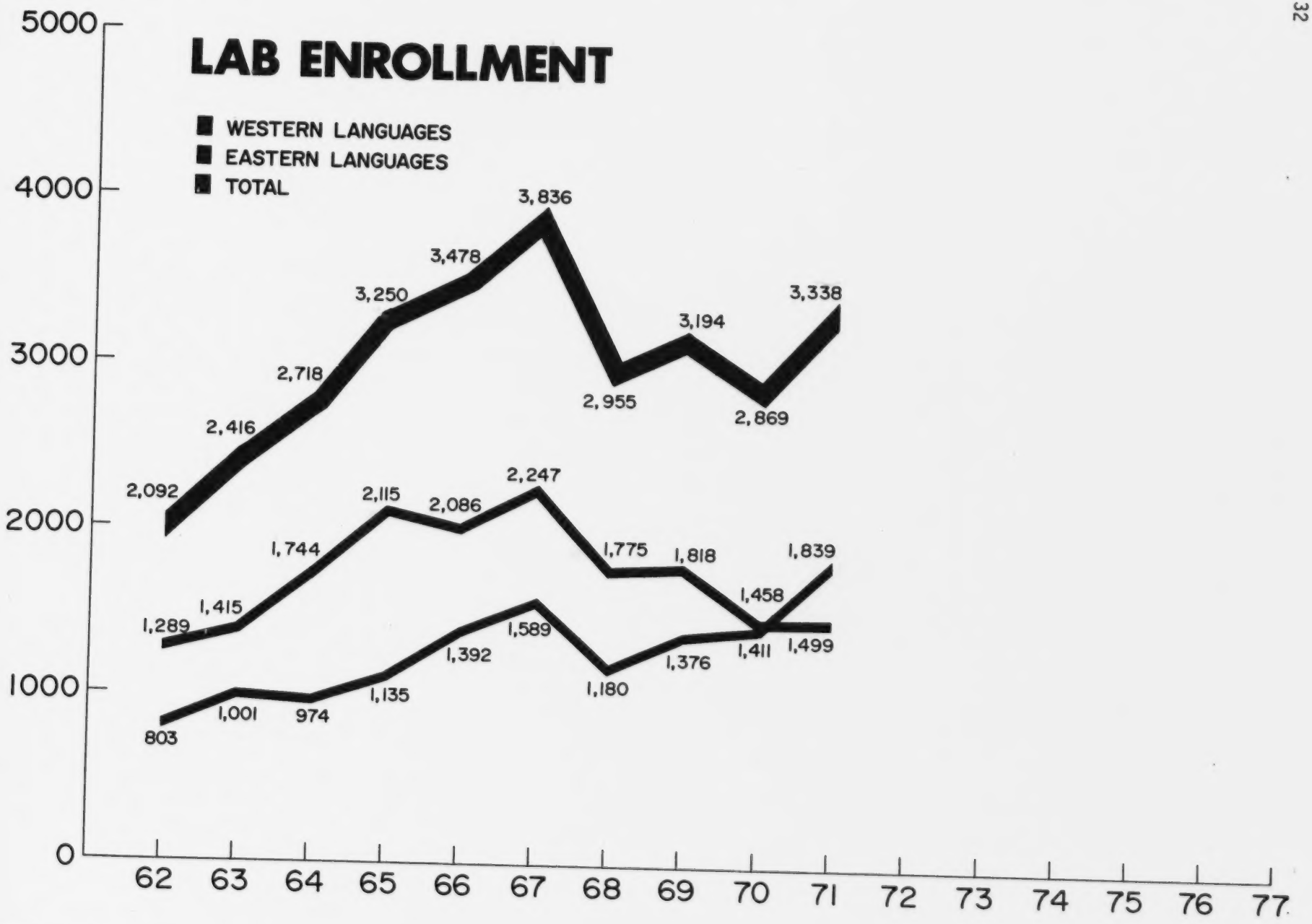
The first 2 letters indicate the language (2nd letter dropped if unnecessary)	Level or type of material	Textbook identification	Lesson or unit number (0-99)	Subdivision of lesson or unit broken down into X number of work sections:
B - Bengali BU - Burmese CN - Cambodian C - Chinese DN - Danish D - Dutch E - English F - French G - German GK - Greek H - Hawaiian HI - Hindi IK - Ilokano IN - Indonesian IT - Italian JP - Japanese JV - Javanese K - Korean L - Lao LI - Linguistics M - Marshallese N - Nepali PL - Polish P - Portuguese R - Russian S - Spanish TG - Tagalog T - Tamil TH - Thai V - Vietnamese	A B 1st year C D 2nd year E F 3rd year G H 4th year	First digit identifies author or edition: 100 - Young 1st edition 200 - Young 2nd edition	Last two digits indicate unit or lesson number: JpD-108 - indicates 8th unit or lesson JpD-117 - indicates 17th unit or lesson	Card will indicate if the subdivisions are: -Part of the basic series, i.e. JpD-108.4, 5, etc. -Supplements to the basic series (including Reviews), i.e. JpD-108.4 S1, S2, etc.
	M - Master Tape P - Phonetics R - Reading T - Test V - Civilization W - Music X - Drama Y - Poetry Z - Prose			

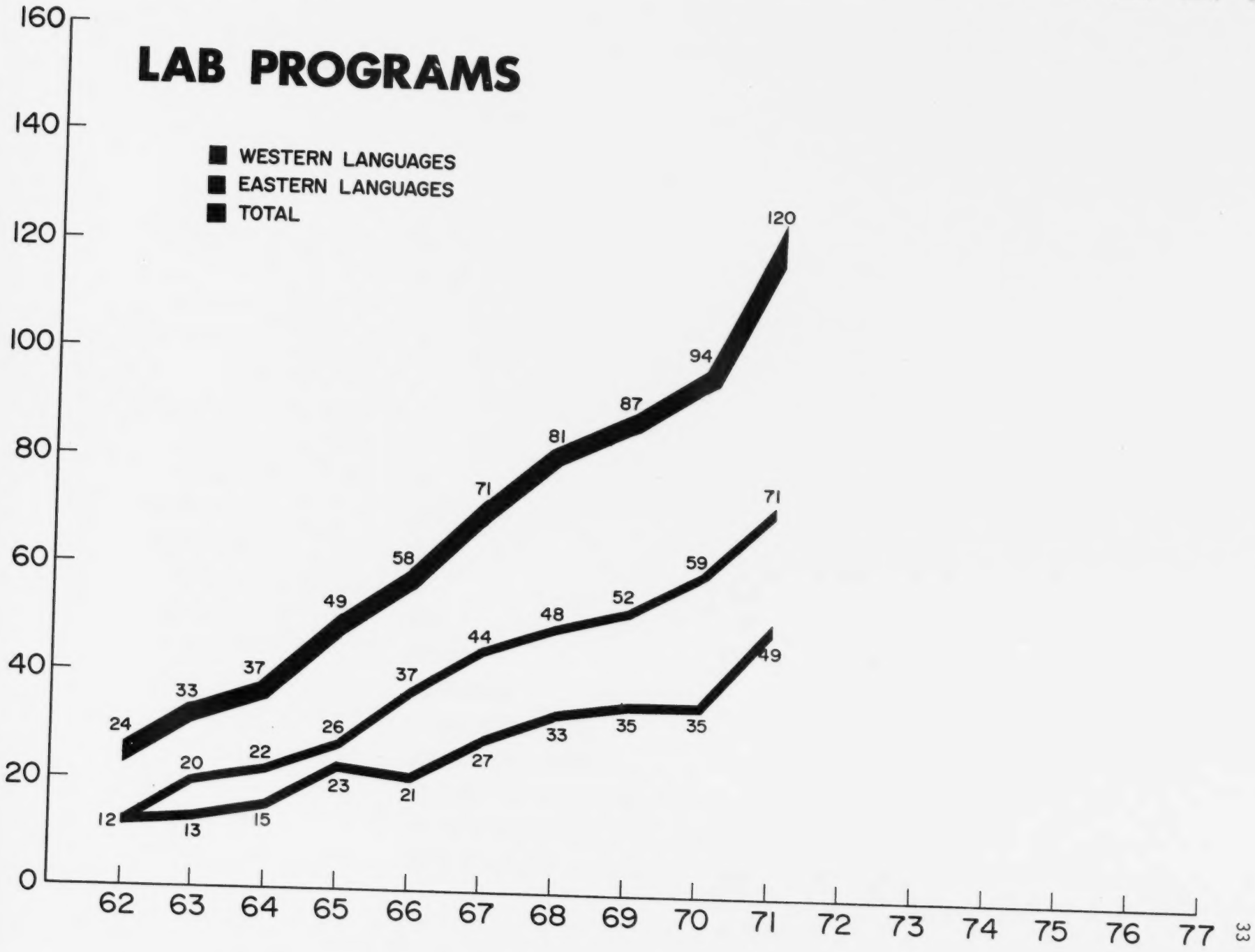
Jp	D	1	08	.4

JpD 108.4

This is:
Japanese tape
2nd year level
1st edition series
8th lesson, chapter or unit
4th reel

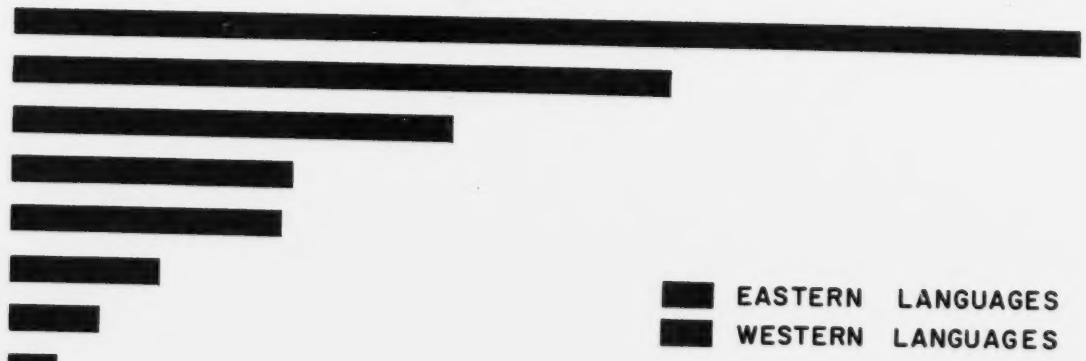
9/72


LAB ENROLLMENT
WESTERN LANGUAGES
EASTERN LANGUAGES
TOTAL
5000
4000
3000
2000
1000
0
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
2,092
2,416
2,718
3,250
3,478
3,836
2,955
3,194
2,869
3,338
1,289
1,415
1,744
2,115
2,086
2,247
1,775
1,818
1,458
1,839
803
1,001
974
1,135
1,392
1,589
1,180
1,376
1,411
1,499


LAB PROGRAMS
WESTERN LANGUAGES
EASTERN LANGUAGES
TOTAL
160
140
120
100
80
60
40
20
0
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
24
33
37
49
58
71
81
87
94
120
12
20
22
26
37
44
48
52
59
71
13
15
23
21
27
33
35
35
49

STUDENT CHOICE

JAPANESE	1,147
FRENCH	710
SPANISH	402
GERMAN	296
CHINESE	293
HAWAIIAN	160
ENGLISH	97
RUSSIAN	53
KOREAN	23
INDONESIAN	23
LINGUISTICS	32
HINDI	16
ITALIAN	15
PORTUGESE	14
THAI	13
VIETNAMESE	10
TAGALOG	6
DUTCH	5
CAMBODIAN	5
LAO	5
POLISH	4
JAVANESE	3
TAMIL	3
BURMESE	2
BENGALI	1
	3,338



FALL 1971

DEPARTMENTS	LANGUAGES TAUGHT	STUDENTS ENROLLED	PROGRAMS OFFERED
EUROPEAN LANGUAGES	8	1,499	49
EAST-ASIAN LANGUAGES	3	1,434	41
EAST-ASIAN LITERATURE	2	29	2
INDO-PACIFIC LANGUAGES	12	247	24
E.S.L.	1	97	3
LINGUISTICS	1	32	1
6	27	3,338	120